**HOLY FAMILY UNIVERSITY**

**Daily Lesson Plan Template**

***Student:*** Lauren Yosen Cooperating ***Teacher’s Approval:*** N/A ***Date:***  4/15/13

***Subject:*** English ***Topic:*** Impact of music and folklore in slave culture ***Grade:*** 12th grade

***Allocated Time:*** Two-50 minute classes

***Student Population:*** 20 students, 2 students with IEPs

***State Standards:***

**1.3.12.A:**

Interpret significant works from various forms of literature to make deeper and subtler interpretations of the meaning of text. Analyze the way in which a work of literature is related to the themes and issues of its historical period.

* **R11.A.1:** Understand fiction appropriate to grade level.
* **R11.A.2:** Understand nonfiction appropriate to grade level.
* **R11.B.1:** Understand components within and between texts.

**1.4.12.A:**

Write poems, short stories, and plays with various organizational methods, literary elements and devices.

* Construct a strong story line with illustrative details that address a complex idea or examine a complex experience.
* Choose a method of organization that supports the intended purpose.
* Continue to exhibit a personal writing style.
* Demonstrate a sophisticated control of grammar, mechanics, spelling, usage, and sentence formation.

**1.7.12.A:**

Analyze the role and place of standard American English in speech, writing, and literature. Evaluate as a reader how an author’s choice of words advances the theme or purpose of a work. Choose words appropriately, when writing, to advance the theme or purpose of a work.

***Goal for Understanding:***

After researching and analyzing African American music and folklore, students will be able to understand the importance of music and folklore in a culture and society.

***Instructional Objective (Statement):***

Students will be able to:

-Identify the impact music and folklore has on slave culture.

-Analyze underlying and common themes in slave music and folklore.

-Create an original song or folktale collaboratively based off of the themes of slavery or a narrative character read in excerpts.

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| **Student Behaviors**  -Will answer writing prompt as a “Do Now” activity that asks what the importance of songs and folklore is for a society or culture  -Research slave folklore or music  -Work in groups to present research findings  -Create an original song or folktale based off of a narrative character or reoccurring theme in the culture | **Sources of Evidence**  -Completion of “Do Now” activity  -Worksheet on music/folklore  -Work collaboratively in groups  -A new/original song or folktale created | **Criteria for Evaluation**  -Class discussion on folklore and music in slave culture  -Completion of worksheet on music and folklore  -Group presentations of research findings  -Group presentation of new song or folktale |

***Teaching to the Objective***

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| **Estimated Time:**  5 minutes  5 minutes  25 minutes  10 minutes  5 minutes  5 minutes  30 minutes  10 minutes  5 minutes | **Teaching to the Objective**  **DAY 1**  **Introduction/Motivation/**  **Prior Knowledge**  -“Do Now” activity that asks students to write a response in a full paragraph format in their journal on the following writing prompt:  “What purpose does music and folklore have on a society or culture? What does music and folklore mean to you personally?”  -Class discussion on writing prompt.  -Show two YouTube videos, one on slave music and one on slave folklore (see resources for sites).  **Developmental Activities:**  -Students are broken down into groups of four and given a website to investigate either a slave song or folktale.  -Students fill out a worksheet that goes along with their song/folktale (see attached worksheet)  -Students write their findings on a Wallpad with markers and colored pencils to decorate  **Assessment:**  -Students present their findings to the rest of the class  **Closure:**  -“Exist Ticket” writing prompt:  “Name a common theme or aspect in slave songs and folklore.”  **DAY 2**  **Introduction/Motivation/**  **Prior Knowledge**  -“Do Now” activity that asks students to write a response in a full paragraph format in their journal on the following writing prompt:  “Are you more interested in slave music or folklore and why?”  **Developmental Activities:**  -Students are broken down into teams of four according to their “Do Now” response. All those that responded songs work together, and those that responded folklore work together.  -Groups are then asked to create an original song or folktale based off a narrative character or on reoccurring themes throughout the time-period and culture.  **Assessment:**  -Students will present their song or folktale to the rest of the class  **Closure:**  -“Exist Ticket” writing prompt that asks students to identify another team’s underlying theme to the song or folktale and explain why they got to that conclusion. | **Differentiation: Required for each section.**  **-**Teacher walks around the room for assistance or to answer questions  -Teacher write students suggestions and thoughts on the board for a visual and for students to know what has been discussed  -Teacher writes essential questions to answer on the board about songs and folktales  -Students can use notes, books and websites for ideas and references |

***Follow-up:***

***Materials:*** Wallpad, worksheet (attached after lesson plan), markers, colored pencils, computers with Internet access, smartboard

***Resources:***

Websites:

Folklore:

<http://students.ou.edu/H/Sara.H.Huber-1/intro.html>

<http://www.africanaheritage.com/_Ancestor_Story_.asp?AncestorID=27>

Songs:

<http://www.pbs.org/wnet/slavery/experience/education/feature.html>

YouTube videos:

<http://www.youtube.com/watch?v=1JtD_YpyXYU>

<http://www.youtube.com/watch?v=K-f9hCsegaw>

***Technology:*** Smartboard, computers for all students (access to Internet)

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Slave Music and Folklore

*Instructions: In groups of four, go to your assigned website and read or listen to your assigned song of folktale. Fill out this worksheet as you are reading or listening.*

1. Song or Folktale?

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2. Name of the song or title of the book

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3. What is the tone or mood (e.g. happy/sad)?

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4. What is it talking about? Is there an underlying theme?

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5. Does it mention any person’s name or make a reference to an event, time-period or topic?

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6. What purpose do you feel the song or folktale was created (e.g. to tell a story, moral, event, to amuse, make aware, sadden…)?

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